

*The preservice teacher
knows the discipline...*

Gifted Education

(Kindergarten - Grade 12)

Introduction

The following competencies are intended to clarify Standard 1.1, “. . . knows the discipline,” in the Missouri Standards for Teacher Education Programs MoSTEP process. The competencies are firmly rooted in the profession’s best knowledge and practices. They are drawn from guidelines established by the Council for Exceptional Children and the National Association for Gifted Children. The competencies are broadly stated with the intent that teacher preparation institutions will determine the breadth and depth of material for meeting the competencies. The statements represent the minimum expected of beginning teachers.

The Gifted Education competencies have been developed to correlate with the following documents:

- Missouri’s Show-Me Standards abbreviated as:
G 1.1-1.10 = Goal 1, all statements
- Missouri’s minimum requirements for Gifted Education certification, effective September 1, 1997 abbreviated as:
CR II.A.3 = Certification Requirement II, item A, number 3
- Council for Exceptional Children (CEC) guidelines abbreviated as:
GT 3, K1-3, S1 = CEC Gifted and Talented Standards, Knowledge statements 1 through 3 and Skills statement 1

The beginning teacher of gifted students will demonstrate a knowledge of and/or competency in the following areas of study:

<p>1. Historical and Theoretical Foundations of Gifted Education (GT 1.K1; G 1.1-1.10, 2.1-2.7; 3.1-3.8; 4.1-4.8; CR II.A.1)</p>	<ol style="list-style-type: none"> 1. Influences of social, cultural, political and economic environments on the field of gifted education; 2. Historical and theoretical foundations of the field of gifted education, current trends and issues, and potential future directions of the field; 3. Interdependent relationships between general education and gifted education; 4. Legal issues impacting the field of gifted education; 5. Theoretical models of program development; and 6. Conceptions of giftedness, intelligence, creativity and their interrelationships.
<p>2. Nature and Needs of Students Who Are Gifted (GT 2.K1-3; CR II.A.1)</p>	<ol style="list-style-type: none"> 1. General characteristics of students who are gifted; 2. Various types and manifestations of giftedness; <i>Including, but not limited to intellectual ability, specific academic aptitude, creative or productive thinking, leadership ability, and/or aptitude in the visual and performing arts.</i> 3. Unique differences between students who are gifted and others, including asynchronous developmental patterns, and among students who are gifted; and 4. Cognitive, social, emotional and environmental factors that enhance or inhibit the development of giftedness.
<p>3. Special Populations of Students Who Are Gifted (GT 2.K3-4)</p>	<ol style="list-style-type: none"> 1. Factors inhibiting the recognition of the potential of students who are gifted from underserved populations and <i>Including, but not limited to, students who are female, disabled, racially or ethnically diverse, economically disadvantaged, underachieving, rural, and/or highly gifted.</i> 2. Impact of multiple exceptionalities on students who are gifted.
<p>4. Identification Practices (GT 3.K1-3, S1; CR II.A.3)</p>	<ol style="list-style-type: none"> 1. Defensible methods for screening, identifying and assessing students who are gifted, including underserved populations.

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5. Program Development and Administration (GT 5.K1-2, S1; CR II.A.2)	<ol style="list-style-type: none"> 1. Program prototypes, grouping practices, and educational principles that offer appropriate foundations for the development of a defensible program for gifted education; 2. Strategies to develop program goals and objectives; 3. Strategies to conduct program evaluation; 4. Strategies for advocating for students who are gifted and enhancing community perception regarding gifted education; and 5. Preparation of budgets, grants, and reports.
6. Research (CR II.B)	<ol style="list-style-type: none"> 1. Quantitative and qualitative research methods and practice.
7. Curriculum For and Instruction of Students Who Are Gifted (GT 4.K1-2, S1-3; G 1.1-1.10, 2.1-2.7, 3.1-3.8, 4.1-4.8; CR II.A.4)	<ol style="list-style-type: none"> 1. Models for delivery of curriculum appropriately differentiated to meet the unique cognitive and affective needs of students who are gifted; 2. Strategies for establishing an environment in which creativity and giftedness can emerge and where students can feel challenged and safe to acknowledge, explore, and express their uniqueness; 3. Appropriately differentiated content; <i>(i.e., unique, complex, and abstract)</i> 4. Research-supported instructional strategies and practices; <i>(e.g., emphasis on conceptual development, advanced technological skills, accelerated presentation pace, and minimal drill and practice)</i> 5. Strategies to design cognitively complex discussion questions, projects, and assignments that promote such skills as reflective, evaluative and creative thinking and problem solving; 6. Understanding of the unique and sophisticated means by which students may demonstrate their learning; 7. Strategies for making differentiated educational decisions utilizing current research-based methods for assessing and reporting on the progress of

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	<p>students who are gifted; and</p> <p>8. Strategies for enabling students who are gifted to develop the attitudes and skills needed for future success <i>(i.e., production of knowledge; independent life-long learning; self-evaluation; setting, pursuing and achieving of appropriate personal and academic goals).</i></p>
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DEVELOPMENT COMMITTEE

1. Susan J. Bates, Rolla Public Schools
2. Tom Byrnes, Pattonville R-III School District
3. Elaine Campbell, Houston R-I School District
4. Dion Cheadle, Kansas City Public Schools
5. Pam Dubuque, Webster University
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8. Sonny Pervil, Maryville University
9. Bob Roach, Drury College
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Development Committee

Certification Requirements, Gifted Education, grades Kindergarten-12, Missouri State Board of Education, effective 1995.

Model Standards for Beginning Teacher Licensing and Development: A Resource for State Dialogue, Interstate New Teacher Assessment and Support Consortium-INTASC, Sponsored by the Council of Chief State School Officers.

New Standards for Teacher Education Programs in Missouri-NSTEP for Institutions Seeking Continuing Approval of Teacher Education Programs (draft 2/96).

Next Steps: Moving Toward Performance Based Licensing in Teaching, Interstate New Teacher Assessment and Support Consortium-INTASC.

“The Show-Me Standards,” Missouri Department of Elementary and Secondary Education.

Standards for Graduate Programs in Gifted Education, National Association for Gifted Children, July 1995.

What Every Special Educator Must Know: The International Standards for the Preparation and Certification of Special Education Teachers, The Council for Exceptional Children, 1995.